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14353700 **Supplier Number: 54601193 (THIS IS THE FULL TEXT)**
DISTANCE LEARNING PLANNING, PREPARATION, AND PRESENTATION:
INSTRUCTORS' PERSPECTIVES.(Instructional Television Fixed Signal program,
University of South Florida)

LOEDING, BARBARA L.; WYNN, MARJORIE
International Journal of Instructional Media , 26 , 2 , 181(1)
Spring , 1999

Text:

ABSTRACT

This paper describes experiences and concerns of instructors using
the
Instructional Television Fixed Signal (ITFS) program, a low-cost
television

system in which classes originating on the University of South Florida, Lakeland Campus are simultaneously broadcast live to various ITFS sites within central Florida using microwave frequencies. Existing research linked to practical guidance for instructors interested in teaching courses

via distance learning is provided in the areas of planning, preparation, and presentation of a course.

More and more educational institutions are asking their faculty to teach distance education courses where some of the students are located at off-campus or distance sites which are often closer to their place of work or home. To ensure that the best educational product is delivered to all students, institutions and faculty members must engage in careful planning and preparation (Carter, 1997). The purpose of this article is to share the planning, preparation, and presentation experiences of faculty members from one university who use live televised instruction to reach college students at distance sites. Background information regarding the development of this system is discussed in a companion article (Loeding, Wynn, & Martini-Clark, 1998).

The broadcast studios at our university allow us to utilize one or more camera-operators to alternately focus the camera on students in the: studio, the instructor, the whiteboard and, when using two-way video, students at a distance site. The instructor is able to interact with the site students via a live phone connection at all times.

PLANNING

Experts indicate that preparation of faculty members to teach a distance learning course is necessary and multi-faceted (Tiene, 1997; Toby Irvine Communications, 1992). Faculty should plan to attend training sessions in optimal distance education course design and preparation of materials with respect to appropriate size and color, copyright laws, and student interaction. Faculty may wish to practice on the actual systems they will be using and they may wish to have knowledge of and input into campus policies regarding storage and viewing of course videotapes. Other valuable information for planning purposes relates to communication with the camera crew, physical appearance, and selection of clothes.

Course Selection

Faculty are consulted each semester for appropriate courses for delivery at distance sites. Faculty may be asked to teach a course which will be recorded for later broadcast. Instructors need to be aware that

delayed broadcast may be problematic due to the lack of interactivity between the instructor, studio students and site students. Typically, site students at our university who watched delayed broadcasts never contacted the instructor with any questions, leading to speculation about why they did not interact with the instructor even though such contact was encouraged by the instructor on the videotapes. Possibilities include a) students in the broadcast class had asked the same questions delayed broadcast students would have asked, so they had no other questions b) delayed broadcast students' schedules did not permit them to call or visit the instructor during office hours, c) due to the lack of interactivity, delayed broadcast students did not feel sufficiently in touch with the instructor to contact him/her and d) delayed broadcast students did not want to incur long distance phone charges to call their instructors. Readers are referred to a companion article for more detail (Loeding et al.).

Another area of difficulty noted was that the instructor had no way of making sure delayed broadcast students were participating in the learning activities in which the broadcast students were involved. In one such course, the site facilitator informed the instructor that students were not engaging in class activities, so the instructor specifically added a request urging the delayed broadcast students to participate and asked them to write down the results of their cooperative learning activities and give the written summary to the class facilitator. This technique resulted in delayed broadcast students participating to a much greater extent. Then in a subsequent class, the instructor shared with the broadcast students what the delayed broadcast students had done in their activities. Subsequently, the delayed broadcast students viewed the tape in which the instructor discussed what they had done and realized that their efforts were an important contribution to the overall course.

Lastly, instructors may be asked to broadcast a course even though there won't be a studio audience. We have described the difficulties associated with attempting to teach a course in this matter in a companion article (Loeding et al.). It is our experience that this does not represent best teaching practice and instructors should view this as a "practice of last resort".

Course Design and Materials

After appropriate courses have been selected for distance education

and faculty members have been assigned, instructors need to carefully consider the amount of content they can effectively deliver in a course involving distance sites. Our experience and that of others (Gottschalk, 1996) has shown that presenting content at a distance is usually more time consuming than presenting the same content in a traditional classroom because of the logistics involved. For further information, see the section on logistical problems.

Instructors may also have to rethink how they intend to deliver the course and incorporate a wider variety of instructional techniques into the course design. Participants in a qualitative research study on effective televised instruction viewed instructors who varied their presentations with videotapes, demonstrations, guest presenters, class discussions, slides and other instructional techniques as more effective than instructors who relied solely on the lecture method (Sebastian, Egan, Welch & Page, 1996). Previous research indicates that students appreciate seeing short video clips during televised courses (Janda, 1989; Sebastian et al., 1996). However, our instructors learned that it is necessary to obtain copyright permission for films they wish to show unless they can verify that their showing falls under the "fair use" provision. To protect films from unlawful broadcast, some films contain a code which scrambles the video portion if any attempt is made to broadcast the film. In addition to the techniques mentioned above, our instructors have also incorporated computer presentations or demonstrations.

In designing a distance education course, an instructor may assume that the learners will take some active responsibility for accomplishing the goals of the learning activity (Charlton, 1995). A study conducted by Sebastian et al. (1996) indicated it is the instructor's responsibility to make certain that all students receive the appropriate materials each week. Instructors on our campus are asked to prepare a handout packet for each site one week in advance. This advance time allows our staff to make necessary copies, insert the materials into properly marked packets and deliver the packets to each site prior to the broadcast. This packet could include handouts the instructor intends to distribute in class, copies of materials needed to participate in class activities, and materials the instructor will have students examine in class. Agendas may be included which provide detailed, sequential information for the class as well as a

listing of any weekly homework and reading assignments. Previous research has established that students appreciate the display of topic outlines of lectures on a screen during class and provision of full sentence outlines of lectures (Janda, 1989); however, instructors need to be aware that provision of full sentence outlines also contributed to reduced class attendance in Janda's study.

Virtual or electronic library reserve services are now available at our university so that site students do not have to travel to the library to read the materials their instructor has placed on reserve. Instructors who wish to place materials "on electronic reserve" for students to access from their home computers deliver the materials to our reference librarian at the beginning of the semester.

Instructors are encouraged to use enlarged fonts (at least 20 point) and colored backgrounds for materials they intend to display on the television monitors. Our main campus has a faculty computer lab where faculty may use color printers, scanners, and CD writers to prepare courseware. Even though this involves additional preparation time, it is not necessary for instructors to make transparencies because the original hard copy can be displayed on the television monitors using an overhead/document camera positioned by the studio crew. This camera allows instructors to display visuals for students (on both studio and site monitors) to view more closely materials that ordinarily would be difficult to see clearly when displayed in front of a traditional classroom. For example, instructors often wish to display three dimensional projects created by former students, three dimensional models, and assistive devices such as hearing aids and communication aids.

Policies Related to Course Videotapes

Instructors should establish a clear policy about what happens to the videotapes during and at the end of the course. The issue of intellectual property is applicable to this subject. In our experience, most instructors do not approve of the tapes being re-broadcast because they feel it is critical to update the course each time they teach it to maintain academic integrity and excellence. Knowledge is not static. Questions needing policy decisions include:

1. Should tapes for each class be kept to allow students who were absent to see them? If so, for how long? two weeks? one month? all semester? If they are kept, arrangements need to be made for systematic labeling and storage.

2. Can students check out tapes and take them off-campus or do the

tapes need to be viewed in the video-lab on campus?

Allowing students to take videos off campus also allows them to make copies of the tapes.

3. Will tapes be recycled, i.e. used again to tape other classes or given to the instructor? Can instructors obtain copies before the tapes are recycled?

To date, the Lakeland campus of USF has handled some of these questions with a campus-wide policy while leaving others to the discretion of individual instructors. Generally, tapes for each course are kept for the duration of the semester because it is our experience that there are enough emergencies necessitating absences in the lives of our students to warrant this policy. These course tapes are stored in the studio area and monitored by the studio production crew. Some instructors do not mind allowing students to check out tapes, while others have decided it is more appropriate to have the tapes viewed on campus in the video lab. At the end of the courses, the instructors are contacted to see if they want any or all of the original tapes. Unclaimed tapes are then recycled to record the next semester's courses.

Communication with Studio Crew

Prior to the course, instructors should plan to familiarize themselves with the features of the studio and the cameras by scheduling a time to talk with the crew and practice a sample lecture. One interesting feature involves the ability to display class members while simultaneously displaying the instructor in a small circle in the corner of the screen. Similarly, material the instructor has placed under the overhead camera may be displayed while the small circle shows; the instructor discussing it. This simultaneous display enables students to take notes from the material on the screen while maintaining visual contact with the instructor. This technique also introduces a variety of visual images for students to look at and avoids the "talking head" type of lecture where students only see the instructor looking straight at the camera and talking to them the entire time.

It is also helpful for the instructor to apprise the crew of all materials and activities that will be used during each class so that camera angles may be planned. For example, crew members may be interested in

knowing whether the instructor will be using the whiteboard or overhead camera frequently because they can make the course delivery flow more seamlessly when the instructor gives advance notice that he/she will be displaying something under the overhead camera. Prior to class, the instructor may also cue up any videotapes he/she wishes to show and indicate the order in which they will be shown since the crew will use their equipment to show the videos. It is important for the instructor and

students to refrain from speaking during the showing of the videotape because sites receive the audio from the videotape and will miss any comments made by the instructor.

Clothes and Physical Appearance

Our instructors have learned that it is important to consider clothing choices carefully. Regarding colors, it is best not to wear solid

white, red, or burgundy clothes because they result in a difficult and sometimes blurry television transmission. Similarly, it is not a good idea

to wear clothes with big color contrasts, such as a white turtleneck and a

black blazer. In addition, a tight checkered pattern or horizontal stripes

tend to create visual distractions for site students. Even though our studios have microphones which are usually sufficient to pick up student

voices, instructors need to wear a lavalier microphone. This microphone

attaches to the instructor's shirt with an alligator clip and the battery

case attaches to his/her waistband, belt, or a pants pocket with a metal

clip. Thus, it is important to wear clothing to which the microphone and

battery case may be clipped.

Physical appearance and body language may take on a greater degree

of importance in televised classes because many individuals subconsciously

rely on cues they get from lipreading/speechreading and the facial expressions of speakers. These cues become less effective the further away

the speaker is from the audience or the more the speaker's lips are obscured by mustache, or by poor lighting. Therefore, male instructors are

encouraged to keep their mustaches trimmed, and female instructors are encouraged to wear lipstick to enhance speechreading cues. All instructors

are encouraged to move about within the lighted area in the front of the

studio; otherwise, shadows may affect the site students' ability to fully

view the instructor.

PREPARATION

As instructors begin to prepare for successful distance learning,

they must be aware of the additional time requirements and prepare for interactive instruction to optimize the learning for all students.

Instructors at our campus wishing to incorporate computer presentations need to schedule appropriate delivery and set-up of equipment and arrive in sufficient time to load their software. Other instructors also need to arrive early to organize their materials and meet with the crew prior to the beginning of the broadcast.

Interactive Instruction

Bauer and Rezabek (1992) compared verbal interactions in three types of classrooms: traditional classrooms, teleconferenced instruction in which students only had two-way audio contact with the instructor and teleconferenced instruction in which students had two-way audio and video contact. They concluded that students in traditional classes interacted significantly more than either of the teleconferenced types of classes. In addition, Tiene (1997) surveyed distance students taking five high school advanced placement courses and learned that those students reported that they found it harder to pay attention and get help from the teacher significantly more often than students located in the studio. Thus, it is critical for the instructor to make an effort to reach out to students at distance sites and make each student feel welcome at the beginning of class.

One technique that our instructors have used successfully involved preparation of name cards for students. These name cards may be placed in front of studio students so they can be seen when the side camera focuses on them. When using two-way video transmission, name cards may also be prepared for the site students' use. When using one-way video and two-way audio transmission, the instructor can request that students send in photographs of themselves or arrange for photos to be taken of each student. As a student from a site makes a comment in class, the instructor may place the student's photograph under an overhead camera for display on the monitors. In this manner, both the instructor and the studio students will be able to make a connection between the student's voice, question/comment, and his/her photograph.

Prior to asking for photographs of site-students, one instructor was quite unnerved when an apparent stranger greeted her by name quite warmly on the main campus. How could she have forgotten one of her students? The mystery was solved when the instructor learned that this was one of her students from a distance learning site whom she had never seen who happened

to be on the main campus.

Instructors must display immediacy behaviors or those communication behaviors that convey approachability and communicate interpersonal warmth and closeness (Murphy & Fart, 1993). For example, the instructor may review certain points when he/she detects confusion on the part of the site students through their audio comments or questions. Our instructors make it a point to greet each of the sites and call on sites to respond throughout each class. Faculty members report that this responsiveness can make the site-students feel part of the class.

Analysis

of student evaluation surveys indicates that faculty members must be encouraged to take an active role in communicating with the distance learner (Dillon, Gunawardena & Parker, 1992).

Communication

Faculty members involved with distance learning have increased responsibility for maintaining communication with students at distance sites during instruction, as well as intensive preparation and planning requirements prior to instruction. These increased responsibilities, described below, suggest that traditional course designs, as well as institutional remuneration and/or teaching load may need to be adjusted accordingly.

The instructor needs to communicate with each site facilitator so that the facilitator knows whether the instructor wants all the materials in the site packet distributed at the beginning of the class or only upon direction from the instructor. Facilitators may need guidance as to how they can best assist the instructor during class. The facilitator is a valuable source of information on the involvement level of the site students and potential problems developing at a site.

Communication between instructor and site students is usually necessary outside of class time. Often, site students are not able to drive to campus to meet with the instructor during scheduled office hours due to work commitments. They may not automatically think of other ways to communicate with their instructor. In these cases, it is important for the instructor to encourage students to communicate through the use of telephone calls, email, faxes? and letters. Instructors can include this encouragement in both their syllabus and in their course presentations. In a study examining these four techniques, Janda (1989) reported that students viewed electronic communication with their instructors quite positively. In addition, to promote a deeper sense of belonging to the class, the instructor may be able to pair up a site-student with a studio-student to communicate with each other using email messages. In our experience, we have successfully used email to answer student questions in

a timely fashion regarding upcoming tests. Our students also use email to clarify statements made in a lecture or clarify course assignments after they have begun working on them. Email is an excellent way to discuss concerns that either a student or a professor has in a confidential manner. For example, when a Lakeland professor needed to let a student know that she was monopolizing class discussions, her first choice was to meet with the student in person, but due to time constraints she sent the student an email message. The student emailed back to the professor that it was actually preferable to receive this type of information through an email message as opposed to in-person because it gave her an opportunity to think about the concern objectively rather than respond immediately in a defensive manner.

PRESENTATION ISSUES

Instructors teaching via distance education face additional issues not faced by other faculty, such as: how to handle logistical and/or technical problems related to distance education; how to integrate guest speakers and student presentations; how to increase interactivity from a distance; and how to ensure that one phone is being shared among all students at a site. Recommendations for instructors in this section include issues related to course presentations, site participation, and the value of viewing videotapes of their classes to evaluate their own teaching performance.

Logistical Issues

When determining the number of sites to use for each course, instructors have found it difficult to keep track of more than three sites in addition to the studio. Logistical problems increase with each additional site (Gottschalk, 1996). For example, to properly prepare handouts, three site packets and a studio packet must be prepared each week with varying numbers of handouts which must match the number of students at each site. In addition, when assignments and tests are turned in, the instructor must keep them separated so that the proper papers are returned to the correct site. This quadruples the work load for the instructor.

Our instructors have found that it is also more difficult to return assignments in a timely fashion when handling off-campus sites. This parallels the findings of a recent qualitative study (Sebastian et al., 1996; Tiene, 1997). One of the duties of facilitators for sites is to deliver the assignments/tests to the instructor's mailbox on the campus as

soon as possible after the class. However, many of our visiting instructors are only on our campus once per week to teach their classes, so they cannot pick up the site assignments until the next week when they are on campus again. If the instructor wants to grade all the assignments at the same time, this results in a minimum time delay of three weeks before assignments can be returned. This time delay should be explained to students at the beginning of the course. Then, if the instructor is able to grade assignments more quickly, the students will be pleasantly surprised. In addition, when assignments are not received on time, the instructor needs to determine if the responsibility lies with the student or with the facilitator who may have delivered the packet to the wrong instructor or campus. Even though it is possible for the instructor to delegate some of these responsibilities to others, it has been our experience that it is the instructor's course evaluations which suffer if the students encounter logistical problems.

Technical Issues

Thunderstorms and power outages can adversely affect transmission of the course. When transmission is interrupted, the studio crew generally asks the instructor to stop teaching as efforts are made to reconnect with sites. Usually the instructor must stop class until the site is reconnected or until it is determined that reconnection is not possible. For the instructor to "do nothing" while the technical problems are being resolved may be awkward. If the instructor allows students in the studio to continue to ask questions, site students are not benefitting from those question-answer sessions. Therefore, instructors are advised to take notes on whatever they cover in class while the transmission is being restored. In the event continuing the broadcast is not possible, the crew members will generally advise the instructor to continue with the lecture while they make a videotape for the site-students to view at a later date.

Technical problems can also be encountered when new staff are in training. New staff may not know how to achieve special effects desired by the instructor and may not know how to keep viewers interested in what they are watching on the screen. They also may not have a feel for how long to focus the camera on the overheads or information written on the whiteboard so that students have sufficient time to take notes. New crew may not give

the instructor the normal cue regarding the amount of time remaining in the broadcast so the instructor knows when to begin summarizing/concluding the class. Thus, when the scheduled class time is up, the broadcast will automatically be cut off regardless of whether or not the instructor is finished.

Technical problems can make it impossible to cover the amount of material the instructor planned. Yet, it would be unfair to let technical problems penalize the students. In cases where technical problems affect a significant portion of the course, an additional class session may be necessary to meet the requirements.

Anecdotally, technical problems have negatively affected course evaluations conducted at the end of the semester. In a survey by Tiene (1997), 61% of the distance students agreed with the statement "technical difficulties with the transmission sometimes interfered with the course" (p.43). In an attempt to minimize this effect and to assist students in separating the instructor's performance from the ITFS system's performance, instructors often give the students a separate evaluation form for evaluating the technical delivery of the course. Our university has recently instituted a policy which takes distance learning assignments into consideration when an instructor's teaching performance is being evaluated.

Issues Related to Speaker Materials

Often guest speakers or student presenters bring handouts to accompany their presentations. Unless the instructor has made arrangements to obtain these handouts the week before the presentation, there is insufficient time to duplicate and send them to the site-students. The handout should be displayed on the monitors; and, if there is a fax machine at the site, copies should be faxed to the site students. In a recent survey, Tiene (1997) reported that 77% of the students agreed with the statement "the fax machine was used a great deal to speed up exchange of materials". As a last resort, the handout can be mailed to site-students. The instructor should also check with guest speakers to see if they plan to show any videotapes so that permission to show the tape may be obtained prior to broadcast.

Site Participation

Having students at multiple sites can impose psychological as well as physical boundaries between the students and the instructor. To erase those boundaries and demonstrate commitment to site students, our instructors advise visiting the remote sites during the semester, perhaps while a guest speaker is conducting the class. It is also effective for the

instructor to institute a procedure whereby each site student identifies himself/herself by name as comments are made or questions are asked via telephone until the instructor and other students have associated students' names with their voices. This procedure allows the instructor to respond to comments using each student's name and establish a personal connection with each student.

When a single phone is used at a site, the instructor needs to be sure that the phone is being shared with all students. It has been our experience that occasionally, the site facilitator or one of the students takes, or is given, the responsibility of communicating with the instructor rather than sharing the role of communicator.

The instructor needs to be especially sensitive when using one-way video for several reasons. First, the instructor will not be able to scan the faces of students to see if they are puzzled or if they have raised their hands to ask a question. The instructor will need to periodically ask if there are any questions or allow students, to interrupt with their questions. Second, research has shown that students at sites appreciated having the instructor look directly at the camera at regular intervals because this gave them the sense of actually being regularly addressed as members of the class (Sebastian et al., 1996). When responding to questions from site students, it is very tempting to look up toward the source of their voices coming from the ceiling speaker. However, to establish eye contact with the site students, instructors must look straight into the camera intermittently during class discussion and while answering their questions.

Self Evaluation

Following their presentations, instructors should watch videotapes of their classes periodically to evaluate how their presentation looks to their site-students and to determine if any changes should be made to improve the presentation. Reflective instructors also engage in the process of self-evaluation and/or may have peers evaluate their teaching techniques by visiting the class or viewing videotapes.

SUMMARY

Based on our experiences, faculty training for teaching distance education courses is essential. Training should include strategies for involving site-students, facilitating communication with the camera crew, responding to student questions before answering them, and reflecting on how to improve their presentations, In addition, information related to

policy questions and handling of logistical and technical problems should be addressed.

One of the most important factors for instructors to focus on is how to enhance interactivity in distance education courses. Interactivity is important if instructors want students to ask questions, make comments, participate in class activities, and feel connected to the class. A studio audience is needed for instructors to establish natural patterns of instruction. Two-way audio and two-way video yield the potential for the greatest amount of interaction between all students and the instructor. To achieve optimal student participation, it is critical to provide in-service training for instructors with no prior experience in the delivery of distance education. Our experience indicates that this refining should focus on techniques for planning instruction, preparing course materials and presenting instruction which capitalize on the use of the technology available in the studio.

Future research will include surveying site students to determine the frequency with which and method by which they contact their instructor as well as reasons for non-contact. Factors related to satisfaction of distance education students, such as the extent to which successful site students are highly motivated and independent learners, need further investigation. Our experiences indicate that to increase the educational benefits from the use of distance learning technology, instructors must work to understand the special needs of site students and meet the challenges this technology or use of this technology presents.

ACKNOWLEDGEMENTS

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File 621:Gale Group New Prod.Annou.(R) 1985-2009/Jul 21
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File 636:Gale Group Newsletter DB(TM) 1987-2009/Aug 04
(c) 2009 Gale/Cengage
File 624:McGraw-Hill Publications 1985-2009/Aug 27

(c) 2009 McGraw-Hill Co. Inc
 File 2:INSPEC 1898-2009/Aug W3
 (c) 2009 The IET
 File 635:Business Dateline(R) 1985-2009/Aug 27
 (c) 2009 ProQuest Info&Learning
 File 570:Gale Group MARS(R) 1984-2009/Aug 04
 (c) 2009 Gale/Cengage
 File 387:The Denver Post 1994-2009/Aug 26
 (c) 2009 Denver Post
 File 471:New York Times Fulltext 1980-2009/Aug 27
 (c) 2009 The New York Times
 File 492:Arizona Repub/Phoenix Gaz 19862002/Jan 06
 (c) 2002 Phoenix Newspapers
 *File 492: File 492 is closed (no longer updating). Use Newsroom, Files 989 and 990, for current records.
 File 494:St LouisPost-Dispatch 1988-2009/Jun 19
 (c) 2009 St Louis Post-Dispatch
 File 631:Boston Globe 1980-2009/Aug 27
 (c) 2009 Boston Globe
 File 633:Phil.Inquirer 1983-2009/Aug 27
 (c) 2009 Philadelphia Newspapers Inc
 File 638:Newsday/New York Newsday 1987-2009/Aug 27
 (c) 2009 Newsday Inc.
 File 640:San Francisco Chronicle 1988-2009/Aug 23
 (c) 2009 Chronicle Publ. Co.
 File 641:Rocky Mountain News Jun 1989-2009/Jan 16
 (c) 2009 Scripps Howard News
 *File 641: This file has ceased updating
 File 702:Miami Herald 1983-2009/Aug 27
 (c) 2009 The Miami Herald Publishing Co.
 File 703:USA Today 1989-2009/Aug 26
 (c) 2009 USA Today
 File 704:(Portland)The Oregonian 1989-2009/Aug 26
 (c) 2009 The Oregonian
 File 713:Atlanta J/Const. 1989-2009/Mar 08
 (c) 2009 Atlanta Newspapers
 File 714:(Baltimore) The Sun 1990-2009/Aug 23
 (c) 2009 Baltimore Sun
 File 715:Christian Sci.Mon. 1989-2009/Jul 20
 (c) 2009 Christian Science Monitor
 File 725:(Cleveland)Plain Dealer Aug 1991-2009/Aug 26
 (c) 2009 The Plain Dealer
 File 735:St. Petersburg Times 1989- 2009/May 22
 (c) 2009 St. Petersburg Times
 File 477:Irish Times 1999-2009/Aug 27
 (c) 2009 Irish Times
 File 710:Times/Sun.Times(London) Jun 1988-2009/Aug 27
 (c) 2009 Times Newspapers
 File 711:Independent(London) Sep 1988-2006/Dec 12
 (c) 2006 Newspaper Publ. PLC
 *File 711: This file does not update. See NewsRoom for full daily coverage from many European sources.
 File 756:Daily/Sunday Telegraph 2000-2009/Aug 27
 (c) 2009 Telegraph Group
 File 757:Mirror Publications/Independent Newspapers 2000-2009/Aug 27
 (c) 2009
 File 47:Gale Group Magazine DB(TM) 1959-2009/Aug 14

[illegible]

[illegible]

[illegible]

Processing

? s pd<20040309

[illegible]

S3 226 S1 AND S2

? s3 and ((online or "on-line" or distance or internet or (web(w)based))(5n)(train or training or trained or trains or education or educational or learn or learning or learns or learned))

Processing

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Processed 10 of 51 files ...

Processing

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Processed 20 of 51 files ...

Processing

Processed 30 of 51 files ...

Processing

Processed 40 of 51 files ...

Processing

Completed processing all files

226 S3

9427130 ONLINE

159 ON-LINE

3868559 DISTANCE

12797119 INTERNET

19026918 WEB

39568918 BASED

1297878 WEB (W) BASED

2471530 TRAIN

8109688 TRAINING

1996029 TRAINED

820243 TRAINS

8686272 EDUCATION

5173855 EDUCATIONAL

4681494 LEARN
 3574369 LEARNING
 209746 LEARNS
 2799235 LEARNED
 717229 (((ONLINE OR ON-LINE) OR DISTANCE) OR INTERNET) OR
 WEB(W)BASED) (5N) (((((((TRAIN OR TRAINING) OR
 TRAINED)
 OR TRAINS) OR EDUCATION) OR EDUCATIONAL) OR LEARN) OR
 LEARNING) OR LEARNS) OR LEARNED)
 S4 31 S3 AND ((ONLINE OR "ON-LINE" OR DISTANCE OR INTERNET
 OR
 (WEB(W)BASED)) (5N) (TRAIN OR TRAINING OR TRAINED OR
 TRAINS
 OR EDUCATION OR EDUCATIONAL OR LEARN OR LEARNING OR
 LEARNS OR LEARNED))

>>> Retrying request [1]

? rd

>>> Duplicate detection is not supported for File 347.

>>> Duplicate detection is not supported for File 348.

>>> Duplicate detection is not supported for File 349.

>>> Records from unsupported files will be retained in the RD set.

S5 21 RD (unique items)

? t s5/3/all

5/3/1 (Item 1 from file: 610)

DIALOG(R)File 610: Business Wire

(c) 2009 Business Wire. All rights reserved.

00407982 20001113318B5561 (USE FORMAT 7 FOR FULLTEXT)

McGraw-Hill Education Breakthrough Online Tool Brings Real World to College Classrooms-PowerWeb Enables Professors to Harness Online Instructional Resources in One Place

Business Wire

Monday , November 13, 2000 11:41 EST

Journal Code: BUSINESS WIRE, COMTEX **Language:** ENGLISH **Record Type:** FULLTEXT **Document Type:** NEWSWIRE

Word Count: 596

5/3/2 (Item 2 from file: 610)

DIALOG(R)File 610: Business Wire

(c) 2009 Business Wire. All rights reserved.

00024010 1999091B1188 (USE FORMAT 7 FOR FULLTEXT)

DigitalSelect Offers a HYBRID Distance Learning Program Across Their DSL

Service. DSL Service FYI

Business Wire

Thursday , April 1, 1999 11:21 EDT

Journal Code: BW Language: ENGLISH Record Type: FULLTEXT Document

Type: NEWSWIRE

Word Count: 215

5/3/3 (Item 1 from file: 813)

DIALOG(R)File 813: PR Newswire

(c) 1999 PR Newswire Association Inc. All rights reserved.

1262389

HSTU046

Paul G. Allen Virtual Education Foundation Provides \$500,000 for Online Courseware Development at WSU

Date: April 21, 1998 15:31 EDT **Word Count:** 550

5/3/4 (Item 2 from file: 813)

DIALOG(R)File 813: PR Newswire

(c) 1999 PR Newswire Association Inc. All rights reserved.

1072553

LAM032

Interop Graduate Institute to Open Its Doors for a Special Preview Session In Silicon Valley

Date: March 24, 1997 08:06 EST **Word Count:** 3,260

5/3/5 (Item 3 from file: 813)

DIALOG(R)File 813: PR Newswire

(c) 1999 PR Newswire Association Inc. All rights reserved.

1000930

LAM020

Softbank Expos Announces Interop Graduate Institute

Date: September 30, 1996 08:32 EDT **Word Count:** 2,071

5/3/6 (Item 1 from file: 20)

DIALOG(R)File 20: Dialog Global Reporter

(c) 2009 Dialog. All rights reserved.

13757507 (USE FORMAT 7 OR 9 FOR FULLTEXT)

McGraw-Hill Education Breakthrough Online Tool Brings Real World to College Classrooms

BUSINESS WIRE

November 13, 2000

Journal Code: WBWE **Language:** English **Record Type:** FULLTEXT

Word Count: 600

5/3/7 (Item 1 from file: 15)

DIALOG(R)File 15: ABI/Inform(R)

(c) 2009 ProQuest Info&Learning. All rights reserved.

02585609 334729701

Knowledge infusion

Rooney, Jane E

Association Management v55n5 pp: 26-32

May 2003

ISSN: 0004-5578 **Journal Code:** AMG

Word Count: 3573

5/3/8 (Item 2 from file: 15)

DIALOG(R)File 15: ABI/Inform(R)

(c) 2009 ProQuest Info&Learning. All rights reserved.

02537721 304892031

Educational advantage

George, Tischelle

InformationWeek n930 pp: 57-58

Mar 10, 2003

ISSN: 8750-6874 **Journal Code:** IWK

Word Count: 1293

5/3/9 (Item 3 from file: 15)

DIALOG(R)File 15: ABI/Inform(R)

(c) 2009 ProQuest Info&Learning. All rights reserved.

02340117 70570294

Integrating information technology into the marketing curriculum: A pragmatic paradigm

Benbunan-Fich, Raquel; Lozada, Hector R; Pirog, Stephen; Priluck, Randi; Wisenblit, Joseph
Journal of Marketing Education v23n1 pp: 5-15
Apr 2001
ISSN: 0273-4753 **Journal Code:** JMKE
Word Count: 6276

5/3/10 (Item 4 from file: 15)
DIALOG(R)File 15: ABI/Inform(R)
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02288626 92575462
Business training guide

Seligman, Melanie
New Zealand Management v48n10 pp: 70-71
Nov 2001
ISSN: 1174-5339 **Journal Code:** MNZ
Word Count: 1220

5/3/11 (Item 5 from file: 15)
DIALOG(R)File 15: ABI/Inform(R)
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02053446 57647671
Development of a Web-based Internet marketing course

Kaynama, Shohreh A; Keesling, Garland
Journal of Marketing Education v22n2 pp: 84-89
Aug 2000
ISSN: 0273-4753 **Journal Code:** JMKE
Word Count: 3487

5/3/12 (Item 6 from file: 15)
DIALOG(R)File 15: ABI/Inform(R)
(c) 2009 ProQuest Info&Learning. All rights reserved.

01669933 03-20923
Thomas Publishing

Conhaim, Wallys W
Link-Up v15n4 pp: 12, 14+
Jul/Aug 1998
ISSN: 0739-988X **Journal Code:** LUP

Word Count: 3536

5/3/13 (Item 7 from file: 15)

DIALOG(R)File 15: ABI/Inform(R)

(c) 2009 ProQuest Info&Learning. All rights reserved.

01618601 02-69590

Selecting an online authoring system

Phillips, Vicky

Training v35n4 pp: 53-60

Apr 1998

ISSN: 0095-5892 **Journal Code:** TBI

Word Count: 2466

5/3/14 (Item 1 from file: 16)

DIALOG(R)File 16: Gale Group PROMT(R)

(c) 2009 Gale/Cengage. All rights reserved.

09114619 **Supplier Number:** 79413294 (USE FORMAT 7 FOR FULLTEXT)

Internet update Finding time to learn.(materials handling systems services)(Brief Article)

Spizziri, Martha

Modern Materials Handling , v 56 , n 11 , p 25

Oct , 2001

Language: English **Record Type:** Fulltext

Article Type: Brief Article

Document Type: Magazine/Journal ; Trade

Word Count: 366

5/3/15 (Item 2 from file: 16)

DIALOG(R)File 16: Gale Group PROMT(R)

(c) 2009 Gale/Cengage. All rights reserved.

08243387 **Supplier Number:** 69392828 (USE FORMAT 7 FOR FULLTEXT)

Software Fulfills Demand for Personalized Web Sites.

NELSON, FRANK

San Diego Business Journal , v 22 , n 2 , p 17

Jan 8 , 2001

Language: English **Record Type:** Fulltext

Document Type: Magazine/Journal ; Trade

Word Count: 962

5/3/16 (Item 3 from file: 16)

DIALOG(R)File 16: Gale Group PROMT(R)

(c) 2009 Gale/Cengage. All rights reserved.

06728113 **Supplier Number:** 56456928 (USE FORMAT 7 FOR FULLTEXT)

Educating the Front Line.

ROGERS, BETH

Units , v 23 , n 2 , p 36

March , 1999

Language: English **Record Type:** Fulltext

Document Type: Magazine/Journal ; Trade

Word Count: 3786

5/3/17 (Item 1 from file: 148)

DIALOG(R)File 148: Gale Group Trade & Industry DB

(c) 2009 Gale/Cengage. All rights reserved.

15836895 **Supplier Number:** 101614884 (USE FORMAT 7 OR 9 FOR FULL TEXT)

Knowledge infusion: blending learning opportunities to enhance educational programming and meetings.(most associations offer professional development services; discusses online services)

Jacobs, Jerald A.

Association Management , 55 , 5 , 26(7)

May , 2003

ISSN: 0004-5578

Language: English

Record Type: Fulltext

Word Count: 3799 **Line Count:** 00303

5/3/18 (Item 2 from file: 148)

DIALOG(R)File 148: Gale Group Trade & Industry DB

(c) 2009 Gale/Cengage. All rights reserved.

10343017 **Supplier Number:** 20949204 (USE FORMAT 7 OR 9 FOR FULL TEXT)

Thomas Publishing: this 'old-line' publisher is leading industry into the emerging electronic marketplace. (includes related articles)(Company Profile)

Conhaim, Wallys W.

Link-Up , v15 , n4 , p12(3)

July-August , 1998

Document Type: Company Profile

ISSN: 0739-988X

Language: English

Record Type: Fulltext

Word Count: 3789 **Line Count:** 00324

5/3/19 (Item 3 from file: 148)

DIALOG(R)File 148: Gale Group Trade & Industry DB

(c) 2009 Gale/Cengage. All rights reserved.

09173980 **Supplier Number:** 18939478 (USE FORMAT 7 OR 9 FOR FULL TEXT)

Allen Communication's Quest 5.2: Quest+Net=QuestNet+. (interactive training CD authoring tool)(Evaluation)

Fritz, Mark

CD-ROM Professional , v9 , n12 , p100(7)

Dec , 1996

Document Type: Evaluation

ISSN: 1049-0833

Language: English

Record Type: Fulltext; Abstract

Word Count: 3194 **Line Count:** 00253

5/3/20 (Item 1 from file: 275)

DIALOG(R)File 275: Gale Group Computer DB(TM)

(c) 2009 Gale/Cengage. All rights reserved.

02327275 **Supplier Number:** 55622136 (Use Format 7 Or 9 For FULL TEXT)

Distance Learning: Making the Grade?(Technology Information)

Clark, Elizabeth

Network , NA

Sept 1 , 1999

ISSN: 1093-8001

Language: English **Record Type:** Fulltext; Abstract

Word Count: 3950 **Line Count:** 00343

5/3/21 (Item 1 from file: 711)

DIALOG(R)File 711: Independent(London)

(c) 2006 Newspaper Publ. PLC. All rights reserved.

09338005

Education: Time to shift money from universities to colleges

Independent (IN) - Thursday, December 4, 1997

By: Andrew Brown

Edition: 3 Section: Education Page: 0

Word Count: 889

? t s5/k/all

5/K/1 (Item 1 from file: 610)

DIALOG(R)File 610: Business Wire

(c) 2009 Business Wire. All rights reserved.

McGraw-Hill Education Breakthrough Online Tool Brings Real World to College Classrooms-PowerWeb Enables Professors to Harness Online Instructional Resources in One Place

Text:

"This unique product adds a new dimension to teaching, one that is unrivaled in today's marketplace and adds to the growing **online learning** products that McGraw Hill **Education** continues to develop for our target markets," said Edward Stanford, president of McGraw Hill Higher Education.

Among PowerWeb's features are:

- Current articles, with assessment by a team of respected professors
- **Course**-specific real-**time** news
- Weekly **updates**, with assessment
- Thousands of web links for additional research
- Student study tips
- Web research tips
- Access to Northern Light - Internet search engine and document database...

...complements other McGraw-Hill Higher Education digital solutions such as PageOut, which currently has over 30,000 registered professors utilizing its course management tools, and **Online Learning** Centers, which provide access to supplementary materials for 170 texts.

PowerWeb is currently being utilized by professors at many established institutions such as Harvard University...

5/K/2 (Item 2 from file: 610)
DIALOG(R)File 610: Business Wire
(c) 2009 Business Wire. All rights reserved.

DigitalSelect Offers a HYBRID Distance Learning Program Across Their DSL Service. DSL Service FYI

Text:

DigitalSelect today announced the creation of a HYBRID-CD-ROM that is capable of pulling **updated** and **time**-sensitive **material** across its xDSL backbone.

"The Internet, with all of its advances in broadband services, cannot deliver video and audio on demand cost efficiently. Over three...

5/K/3 (Item 1 from file: 813)
DIALOG(R)File 813: PR Newswire
(c) 1999 PR Newswire Association Inc. All rights reserved.

Paul G. Allen Virtual Education Foundation Provides \$500,000 for Online Courseware Development at WSU

Correction:

...and pose questions and problems for students to gain further understanding.

The modules, said Kolde, will enable faculty to build the essential elements of the **course** one **time**, **update** it as appropriate, and then monitor it and present it as fits the needs of the students.

The Paul G. Allen Virtual Education Foundation was founded in 1997 to support innovative programs in **online education**.

Allen, an alumnus of WSU, has contributed generously to the University. His recent gifts have included wiring all of WSU's fraternities and sororities for...

5/K/4 (Item 2 from file: 813)

DIALOG(R)File 813: PR Newswire

(c) 1999 PR Newswire Association Inc. All rights reserved.

Correction:

...marketing for Lantronix, a provider of workgroup connectivity products in Irvine, California. "Universities and technical institutions can't keep up with quickly changing technologies in **time to update course materials**, and vendor-specific training doesn't cover everything a networking professional needs to know to make their network a strategic asset. The Interop Graduate Institute...student residence halls, establishing a campus-wide information system, and establishing a Center for Applied Parallel Computing. Dr. Sadowsky has been the Vice President for **Education**, the **Internet** Society, since 1995 and a Member of the Board of Trustees. Dr. Sadowsky also serves as Director and Officer for NYSERNet, Inc. (New York State...

5/K/5 (Item 3 from file: 813)

DIALOG(R)File 813: PR Newswire

(c) 1999 PR Newswire Association Inc. All rights reserved.

Correction:

...viable solution to an industry dilemma," said BJ Johnson, president and CEO of CrossComm Corporation. "Universities can't keep up with quickly changing technologies in **time to update course materials**. Technical institutions have difficulty attracting the best instructors. The Interop Graduate Institute answers both of these challenges," concluded Johnson.

THE INSTITUTE

The Institute program consists...student residence halls, establishing a campus-wide information system, and establishing a Center for Applied Parallel Computing. Dr. Sadowsky has been the Vice President for **Education**, the **Internet** Society, since 1995 and a Member of the Board of

Trustees. Dr. Sadowsky also serves as Director and Officer for
NYSERNet,
Inc.
(New York State...

5/K/6 (Item 1 from file: 20)
DIALOG(R)File 20: Dialog Global Reporter
(c) 2009 Dialog. All rights reserved.

(USE FORMAT 7 OR 9 FOR FULLTEXT)

McGraw-Hill Education Breakthrough Online Tool Brings Real World to College Classrooms

...make courses current.

"This unique product adds a new dimension to teaching, one that is unrivaled in today's marketplace and adds to the growing **online learning** products that McGraw Hill **Education** continues to develop for our target markets," said Edward Stanford, president of McGraw

Hill Higher Education.

Among PowerWeb's features are:

- Current articles, with assessment by a team of respected professors
- **Course**-specific real-**time** news
- Weekly **updates**, with assessment
- Thousands of web links for additional research
- Student study tips
- Web research tips
- Access to Northern Light - Internet search engine and document database...

...complements other McGraw-Hill Higher Education digital solutions such as

PageOut, which currently has over 30,000 registered professors utilizing

its course management tools, and **Online Learning** Centers, which provide access to supplementary materials for 170 texts.

PowerWeb is currently being utilized by professors at many established institutions such as Harvard University...

20001113

5/K/7 (Item 1 from file: 15)
DIALOG(R)File 15: ABI/Inform(R)
(c) 2009 ProQuest Info&Learning. All rights reserved.

Abstract:

Professional development offerings are the cornerstone of member services

for many associations. So it is no surprise that in recent years, organizations have turned to **Web-based learning** as a more convenient, efficient, and, in some cases, cheaper alternative to face-to-face events. A blended learning approach may be the antidote that

...

Text:

...PROFESSIONAL DEVELOPMENT OFFERINGS ARE THE CORNERSTONE OF MEMBER SERVICES for many associations. So it's no surprise that in recent years, organizations have turned to **Web-based learning** as a more convenient, efficient, and, in some cases, cheaper alternative to face-to-face events. As more people warm up to the idea of delivering **education online**, debates have emerged about what this shift portends for association meetings and content delivery. And with current economic worries, travel fears, and budget tightening resulting...

...doesn't always occur during the conference. Typically it will occur after the conference when you try to apply the knowledge."

Pre- and post-event **online** efforts add value to the **learning** experience, LaBranche believes: "Education should be measured on the results of the learning experience-did behavior change as a results Blended learning has an opportunity...most commented on how well the technology worked. Content and technology received 11 excellent" ratings from the majority of members who completed evaluations. The interactive **learning** experience that an **online**, pre-conference event offers, Sjostedt says, is "an essential component to address the needs of our members."

A lot of learning to do

Although there...site, "there may be some cost savings for the association, but you will have tremendous savings of time and money for the participants," he says.

Online orientation

Blended **learning** applications go beyond meetings and electronic handouts. The combination of Web and inperson education delivery also works well in a training setting, as the Arthritis...

...cover the different forms of arthritis; organizational structure and governance; programs and initiatives; the partnership between staff and volunteers; and supported research. Employees take the **online training** course immediately upon employment and then attend live sessions, which concentrate on skill development and group interaction. The self-paced online course includes assignments and...

...to make the delivery of our programs more efficient and to reduce the offering cost," he says. "We moved to the Web when it came **time** to **update** the **material**."

Further advice from Stevens: Find one additional medium, whether it be webcasting or videoconferencing, and establish your track record with that one; and select a...publications can be ordered through ASAE's Member Service Center by calling 888-950-ASAE or 202-371-0940, or visiting www.asaenet.org/bookstore.

* **Distance Education** Standards and Resource Guide, by Robert Meyer (2001, ASAE). Includes research from the International **Distance Education** Certification Center and examines the essential components in quality **distance education** courses. (Product AMB-250406, \$99 for members and nonmembers.)

* **Online Learning** Strategies: Association Models for Success by Hugh Lee and Don Dea (1999, ASAE). This report identifies different approaches to offering **online education** and provides association profiles and an online course model. (Product AMB-218090, \$24 for members, \$30 for nonmembers.)

SEMINAR

* "Building the E-Learning Team as...

...to "knowledge networks" or call the Member Service Center at 202-3710940 or 888-950-ASAE.
WEB SITES

* www.learningcircuits.org: The American Society for **Training** and Development's **online** magazine about e-learning. The site offers articles, a glossary of terms, a discussion board, and links to other helpful resources pertaining to blended learning.

* www.masie.com: The...

5/K/8 (Item 2 from file: 15)

DIALOG(R)File 15: ABI/Inform(R)

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Text:

...using Lotus Notes, is used by employees to report how they solve problems and is accessible via an intranet. The next step for BART's **training** department is to create **online** courses based on information gleaned from employees in the threaded discussions. "Right now, we're trying to use the technology and traditional methods of training..."

...objects it's developing. The company envisions that in the near future the system will be so populated with knowledge objects that when it's **time** to **update** a **course** or create a new one, the training department will do so more quickly and less expensively than it can now because the data is broken...000 employees in 27 states, wants not only to have the knowledge edge but to become the company that other builders come to for their **learning** resources.

Turner created an **Internet**-based knowledge network and a public Web site at www.turneruniversity.com that's based on a learning-management system from Intellinex LLC, an E...

5/K/9 (Item 3 from file: 15)

DIALOG(R)File 15: ABI/Inform(R)

(c) 2009 ProQuest Info&Learning. All rights reserved.

Abstract:

...of IT via 5 technological modules: 1. Web-based communication among instructors and students, 2. use of the marketing department's Web site as an **educational** resource, 3. the **Internet** as a marketing medium, 4. computer-supported market analysis and decision making, and 5. computer-enhanced business presentations. As an illustration, the study details the...

Text:

...of IT via five technological modules: (1) Web-based communication among instructors and students, (2) use of the marketing department's Web site as an **educational** resource, (3) the **Internet** as a marketing medium, (4) computer-supported market analysis and decision making, and (5) computer-enhanced business presentations. As an illustration, this article details the...content. Five technological modules were developed: (1) Web-based communication between instructor and students, (2) use of the marketing department's Web site as an **educational** resource, (3) the **Internet** as a marketing medium, (4) computer-supported market analysis and decision making, and (5) computerenhanced business presentations.

Next, we cross-classified the five competencies and...paradigm, we infuse this model into our marketing courses through (1) illustrating the

potential of the Internet as a marketing medium, (2) requiring students to

learn and collect information via the **Internet**, (3) requiring students to evaluate critically the use of the Internet within the context

of the interactive communications model, and (4) illustrating the potential

of...their personal observations with regard to their experiences with pedagogical technology. In these records, faculty should keep track of such

efficiency measures as class preparation **time**, need to **update**

materials, and volume of electronic contact with the students.

Students can also be asked to keep journals on their use of the Internet

and the purposes...technologies and management education. Journal of Management Education 23:229-32. Buchanan, E. A. 1999. Assessment measures:

Pre-tests for successful dis

tance teaching and **learning**? **Online** Journal of **Distance Learning** Administration 2 (3). Available:

www.westga.edu/~distance/buchanan24.html

Butler, B. S. 1996. Using the World Wide Web to support classroom-based education: Opportunities...

5/K/10 (Item 4 from file: 15)

DIALOG(R)File 15: ABI/Inform(R)

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Text:

...services to provide training. "Initially organisations may consider the perceived initial lower cost of in-house services as the major benefit. The ongoing cost of **courseware** development and **updating**, plus the **time** spent on upskilling as new releases hit the market, often shows outsourced services in a better light."

Technology too has changed the market. Many of the new delivery options for

training are **internet** based and take advantage of the availability and lower costs of increased communication bandwidth.

Internet based **training** and associated **learning** management systems administration for self-paced or tutor-led training has grown in the last two years.

But many of the available products are still...

...higher quality products are released.

Kirby believes that the next phase of growth in technology learning will be based around the 'virtual classroom' delivery for **distance learning**. "This is well suited to the regionally distributed nature of larger New Zealand businesses. This option, together with 'broadband' active or passive satellite transmission to...which courses are more useful, tougher to get through, and likely to be recognised internationally.

Directors of today's MBA programmes acknowledge the strengths of **online** assisted **learning** and most courses have adapted their delivery to keep pace with changing technology. However, directors of MBAs are unanimous about the crucial role face-to...

5/K/11 (Item 5 from file: 15)

DIALOG(R)File 15: ABI/Inform(R)

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Text:

...systems model was used to create the technologically integrated course.

The course is an online, hands-on workbook, which presents marketing concepts through a sophisticated **Web-based educational** environment. The article also offers insights into the use of Internet technology as a versatile delivery medium for both teaching and the practice of...

...more effective instruction, enhanced communication and collaboration, and a more accurate assessment of the learning effectiveness in comparison with conventional methods.

Use of the **Internet** in marketing practice and **education** is increasing exponentially. Conceptually, the **Internet** represents an extremely efficient medium for accessing, organizing, and communicating information. As such, the Internet subsumes communications technologies ranging from the written and spoken word...

...as an instructional medium. It is postulated that this well-planned, interactive, Web-based course will enable students to take a more active

role in **learning** about the **Internet** as a marketing tool.

THE **INTERNET** AS AN **EDUCATIONAL** TOOL

The increasing use of the Internet as a versatile delivery medium and an instructional tool will affect the role of marketing educators and the...

...methodologies and media applications. The Internet supports text, color graphics, audio, video, and many other data formats. Internet instruction also lends itself to the real-time modification and updating of **course materials**. Web pages can be easily updated through hypertext markup language (HTML) editors, the standard for marking text, so that they can be displayed by different...

...pedagogical use is its nonlinear, constructivist approach that permits students to independently select relevant materials without the contextual constraints frequently imposed by textbooks. Developing multimedia **education** on **Web-based** materials removes the classic problem of platform-dependent tools. Through the use of forms and scripts, it is relatively easy to create active learning tools...

...assignments. Thus, the learning environment is extended beyond the confines of the classroom and class time (Atwong and Hugstad 1997).

Even though use of the **Internet** in marketing **education** is proliferating, there is no published literature on the systematic planning of an interactive Web-based course or the use of Internet technology to teach...The course was developed as a conduit for improving communication between the instructor and students and between peers, empowering students to become stakeholders in their **learning** environment, and introducing students to **Internet** marketing in a focused and purposeful way.

The first criterion for a high-quality instructional environment is for the instructor to prepare a set of...students' marketing skills. Journal of Marketing Education 18 (Fall): 14-24.

Siu, Wai-Sum, and Lewis Long-Fung Chau. 1998. Teaching marketing research with the **Internet**. Journal of **Education** for Business 74 (1): 44-49.

Shohreh A. Kaynama and Garland Keesling are professors of marketing at Towson University.

5/K/12 (Item 6 from file: 15)
DIALOG(R)File 15: ABI/Inform(R)
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Text:

...www.aernet.com. In March 1998, the American Export Group of Thomas'

International Division launched this multi-lingual directory on CD- ROM and on the **Internet**. It allows international users to **learn** about products available for export from 44,000 U.S. companies in any of six languages (English, French, German, Italian, Spanish, and Portuguese).

Thomas Food...

...ROM version of Thomas Register with online and modem links. Users could then go beyond the contents of the CD-ROM to request fax-on-**demand** catalogs and **updated materials**, get technical assistance on searching questions, or order other Thomas Publishing products.

Autodesk Data Publishing. A relationship with ADP began in early 1996, when Thomas...

5/K/13 (Item 7 from file: 15)

DIALOG(R)File 15: ABI/Inform(R)

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Abstract:

Web-based authoring tools can add a new level of collaboration to **online learning**. The system an organization selects should be capable of delivering the kind of instruction that best suits the organization's educational needs at a price the organization can afford.

The 4 steps required for proper implementation of collaborative **online learning** are: 1. assess in-house development capabilities, 2. assess learning needs, 3. assess audience's equipment, and 4. test the system.

Text:

Headnote:

Web-based authoring tools can add a new level of collaboration to **online learning**. But unless you choose carefully, it's easy to end up with more than trainees can use or course developers can work with.

If you...

...or your company's intranet. You're not alone. All over the world, companies are trying to figure out whether, when and how to use **Web-based training**. Part of the puzzle involves deciding which existing courses, if any, to convert to WBT.

Looking to cash in on this shift are a host...

...instructional needs and technology infrastructure at a price and learning curve that your training department can honestly afford?

Solitude or Collaboration?

The buzzword that defines **online learning** today is "collaboration." The older generation of CBT authoring systems—programs like ToolBook and Authorware—were based on the assumption that learning would occur in...

...that gets in the way of the instructional process. After all, the "solitary confinement" model I just described is also known as self-paced, individualized **learning**.

How do you know which **online** system best suits your needs? What should you be looking for in a system? High-powered video potential? A collaborative learning structure? The golden rule...and group handouts into successive frames of a WYSIWYG Web page. TopClass is a serious, cost-attractive option for anyone seeking to transfer instructor-led **training** to an **online** collaborative platform.

Consider Current Investments. Some companies have already invested in an older generation of CBT/CD-ROM authoring systems. Toolbook, Authorware, IconAuthor and Quest...

...video and animation in online course development. Or use a hybrid approach: Store fat media on a CD-ROM, and use Internet hyperlinks for flexible **updates** to **time**-sensitive **materials**.

Deploying your training via the company intranet, thus avoiding the open traffic of the Internet, is another common ploy for delivering media-rich instructional content...atlantis.com/avalon).

Author Affiliation:

VICKY PHILLIPS (lifelong@together.net) is CEO of Lifelong Learning a Waterbury, VT consulting firm, and co-author of Best **Distance Learning** Graduate Schools: Earn Your Degree Without Leaving Home (Princeton Review). Opinions expressed in this article are the author's and do not represent product endorsements...

5/K/14 (Item 1 from file: 16)

DIALOG(R)File 16: Gale Group PROMT(R)

(c) 2009 Gale/Cengage. All rights reserved.

Internet update Finding time to learn.(materials handling systems services)(Brief

Article)
20011001

5/K/15 (Item 2 from file: 16)
DIALOG(R)File 16: Gale Group PROMT(R)
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...personalized Web sites," he said. "The days of static, generic Web pages are numbered."

Shaw says individuals and especially businesses want highly personalized, live content, **updated** in real **time**. "Of **course**, if I'm wrong about this I'm out of a job," he quips.

* On Track

For Success

But the success to date of Chrystal...

...format everyone else is getting.

Patrick Casey is executive vice president of Lightspeed Interactive Inc., based in Pleasanton, Calif., which specializes in business-to-business **Internet training** and **education**.

Casey believes his company's application of Eclipse takes in-house training to another level where the emphasis is on a personalized approach to sales...

...staff.

He says the user-friendly Eclipse technology enables Lightspeed to dynamically assemble personalized Web sites and then teach companies how to manage their own **Internet** and Intranet **training** systems.

* Software Can

Help Protect Data

Besides targeting information to specific readers, Chrystal Software's technology can also be used to restrict access to information and protect data.

Shaw said Eclipse has tremendous potential for **Web-based education** and **distance learning** where access might be determined according to subject or on the basis of a student's age or progress.

Because Eclipse is compatible with existing...

...Chrystal Software's ability to add interactive, customized content to traditional Web sites has attracted interest from around the world, and clients range from a **distance-learning** provider in Canada to a Swiss bank.

The company sells software to industries as diverse as

manufacturing, aerospace, telecommunications, automotive and publishing,
and counts household...

20010108

5/K/16 (Item 3 from file: 16)

DIALOG(R)File 16: Gale Group PROMT(R)

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...the training is learning how to use on-line ads to convert leads into
leases while giving students an overview of the growth of the **Internet**. Although **training** provided by vendors often has some angle meant to benefit the vendor, Brodigan says that the training Apartments.com provides is a "general **Internet training**. Many times we'll go into areas where people are very skeptical about the Internet in general, so usually we'll lead the training off with discussions about the overall performance of the Internet, the traffic on the Internet, and the advantages of advertising on the **Internet**."

During the **training**, students **learn** about the demographics of the people on the Internet and how search engines work. It's not uncommon, says Brodigan, to be training people who...

...of legislation posted was the FCC satellite dish rule, notes Barbara Vassallo, NAA's director of state and local policy.

Because NAA prints its educational **materials** on **demand** and **updates** its **course materials** often, items of legislation that could impact training can be immediately incorporated. Krzmarzick can't isolate any NAA educational program as being more valuable, but...

...notes Krzmarzick, "The laws apply to different employees in different ways."

In order to better accommodate individual needs, Krzmarzick notes that NAA hopes to institute **distance learning** in the near future, She herself is ...It really is a good thing because you can be in your home or wherever you need to be and still get the information and **learn**.... The **Internet** is terrific because you can access it 24 hours; plus you've got this wonderful experience of working with other students from across the country...

19990301

5/K/17 (Item 1 from file: 148)

DIALOG(R)File 148: Gale Group Trade & Industry DB

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Text:

PROFESSIONAL DEVELOPMENT OFFERINGS ARE THE CORNERSTONE OF MEMBER SERVICES

for many associations. So it's no surprise that in recent years, organizations have turned to **Web-based learning** as a more convenient, efficient, and, in some cases, cheaper alternative to face-to-face events. As more people warm up to the idea of delivering **education online**, debates have emerged about what this shift portends for association meetings and content delivery. And with current economic worries, travel fears, and budget tightening resulting...

...doesn't always occur during the conference. Typically it will occur after the conference when you try to apply the knowledge."

Pre- and post-event **online** efforts add value to the **learning** experience, LaBranche believes: "Education should be measured on the results of the learning experience--did behavior ...and

most commented on how well the technology worked. Content and technology

received "excellent" ratings from the majority of members who completed evaluations. The interactive **learning** experience that an **online**, pre-conference event offers, Sjostedt says, is "an essential component to address the needs of our members."

A lot of learning to do

Although there...site, "there may be some cost savings for the association, but you will have tremendous savings of time and money for the participants," he says.

Online orientation

Blended **learning** applications go beyond meetings and electronic handouts. The combination of Web and in-person education delivery also works well in a training setting, as the...cover the different forms of arthritis; organizational structure and governance; programs and initiatives; the partnership between staff and volunteers; and

supported research. Employees take the **online training** course immediately upon employment and then attend live sessions, which concentrate on skill development and group interaction. The self-paced online course includes assignments and...to make the delivery of our programs more efficient and to reduce the offering cost," he says. "We moved to the Web when it came **time** to **update** the **material**."

Further advice from Stevens: Find one additional medium, whether it be webcasting or videoconferencing, ...publications can be ordered through

ASAE's Member Service Center by calling 888-950-ASAE or 202-371-0940 or visiting www.asaenet.org/bookstore.

* **Distance Education** Standards and Resource Guide, by Robert Meyer (2001, ASAE). Includes research from the International **Distance Education** Certification Center and examines the essential components in quality **distance education** courses.

(Product AMB-250406, \$99 for members and nonmembers.)

* **Online Learning** Strategies: Association Models for Success, by Hugh Lee and Don Dea (1999, ASAE). This report identifies different approaches to offering **online education** and provides association profiles and an online course model. (Product AMB-218090, \$24 for members, \$30 for nonmembers.)

SEMINAR

* "Building the E-Learning Team as or call the Member Service Center at 202-371-0940 or 888.950.ASAE.

WEB SITES

* www.learningcircuits.org: The American Society for **Training** and Development's **online** magazine about e-learning. The site offers articles, a glossary of terms, a discussion board, and links to other helpful resources pertaining to blended learning.

* www.masie.com: The...

Descriptors:

...Online education--

20030501

5/K/18 (Item 2 from file: 148)

DIALOG(R)File 148: Gale Group Trade & Industry DB

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...www.aernet.com). In March 1998, the American Export Group of Thomas' International Division launched this multi-lingual directory on CD-ROM and

on the **Internet**. It allows international users to **learn** about products available for export from 44,000 U.S. companies in any of six languages (English, French, German, Italian, Spanish, and Portuguese).

* Thomas Food...ROM version of Thomas Register with online and modem

links. Users could then go beyond the contents of the CD-ROM to request fax-on-demand catalogs and **updated materials**, get technical assistance on searching questions, or order other Thomas Publishing products.

* Autodesk Data Publishing. A relationship with ADP began in early 1996, when Thomas...

19980717

5/K/19 (Item 3 from file: 148)

DIALOG(R)File 148: Gale Group Trade & Industry DB

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...with Quest's already speedy flowcharting and structure-building

capabilities, FastTracks makes Quest an excellent and very fast prototyping tool.

WHAT'S IN A NAME?:

INTERNET-ENABLED TRAINING

The latest version of Quest (Version 5.2) has been given the name QuestNet+ in an understandable attempt to cash in on the Internet hoopla...

...prime feature of the new version of Quest, only a few training professionals could actually benefit from it. Peer-to-peer communication would permit **real-time updating** of **course** content and real-time interaction between two Quest tides connected over the Internet or an Intranet, but such a hookup, though interesting, will almost certainly...

...instructive, Allen cites potential for team training (where a real-time decision by one team member could alter the way another team member reacts) and **distance learning** that requires **real-time updating** of **course** content. Even so, despite the great capability, it seems unlikely that any instructional material would be so volatile that it changes on a real-time...is more than happy with Quest's URL access capability and says his company may soon be using it to "pass student records through the **Internet**" among United's many airport **learning** resource centers. He sees things like video over the Internet as futuristic but URL access as something useful that United can take advantage of immediately...

19961200

5/K/20 (Item 1 from file: 275)

DIALOG(R)File 275: Gale Group Computer DB(TM)

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Distance Learning: Making the Grade?(Technology Information)

Abstract: Distance learning continues to increase in popularity, as evidenced by numerous products and services, but it also raises questions whether the technology is more effective than traditional...

Abstract:

Text:

If knowledge is power, then distance learning could be the strongest contender in the cadre of training tools available to the

high-tech professional.

The term "distance learning" has become somewhat vague, in part because so many types of training and programs fall into this category. One long- running alternative to traditional classroom...

...use of CD-ROMs on a student's desktop. Now, however, course material can

be accessed via other sources, such as an intranet or the Internet. Online learning has opened the door to a wide array of options, including the ability to download course content from a virtual classroom using a Web browser...

...students via chat rooms, e-mail, threaded discussion groups, or audio; participation in videoconferencing-based sessions; and access to online labs and simulations and real-time updates to course content.

There are two main categories of distance learning: synchronous and asynchronous. In the synchronous model, students and instructors interact in real time via virtual classrooms, using a combination of delivery methods. The asynchronous...
...media, complete the coursework according to the class syllabus or outline, then submit the completed material to the instructor for evaluation.

As the popularity of distance learning grows, the debate over the relative value of available approaches continues. In this article, I'll examine market trends, provide a sampling of some of...

...focusing mainly on IT and network-related training), discuss the pros and cons of various approaches, and look at what the future may hold for distance learning. I'll also present some pointers on how to gauge the effectiveness of a distance learning program.

TECHNOLOGY-BASED TRAINING: THE SHORT COURSE

According to Sheila McGovern, research analyst with International Data Corp. (IDC, www.idc.com), technology-based training (comprising mainly Internet-based approaches) represented only 2 percent of the overall IT training market in 1998. By 2003, however, she expects it will comprise 14 percent of...

...is the demand for technology-based training coming from? In addition to users individually pursuing training via home PCs, more and more enterprises are choosing distance learning as an alternative to traditional education methods. A significant amount of adoption has occurred recently in IT firms; systems- integration organizations; companies that use the...

...GartnerGroup (www.gartner.com), the reasons for this shift are relatively straightforward, and he expects the trend to continue. "Most companies are moving toward online training not because it's better (than traditional methods), but because it's cheaper and more measurable," says Aldrich. "Most companies with over 100 employees are..."

...solving. While the overall concept of knowledge management is significant, this article will focus on the subset of this discipline that's directly related to distance learning and technology-based training approaches.

CLASS is IN SESSION

Let's look at some examples of distance learning /technology-based training options available for high-tech professionals. Several familiar names, including Novell, Microsoft, and Lotus Development are prominent in this arena.

Novell's Learning Zone (www.education.novell.com/general/lzone_login.htm) provides online resources for certification training (such as Certified Novell Engineer, or CNE), as well as training on specific products such as BorderManager and GroupWise. The Learning Zone provides online mentoring for students via access to Certified Novell Instructors. Novell recently announced a self-study kit that includes book-based material, video, simulation, and electronic...

...will both be covered independently later in this article), Novell is also providing content for CBT libraries designed for enterprise customers who want to make online training available to their employees.

Microsoft's TechNet CD Online (<http://technet.microsoft.com/cdonline/default.asp/>) provides a variety of resources, including product implementation tips, articles, downloads, and service packs. The TechNet Web site also has an expanded training and certification section. Other online resources include Microsoft's Official Curriculum, the Microsoft Certified Professional Web site, Microsoft Seminar Online, and Open Communications University Online. Microsoft also has a number of channel partners that provide online training.

One organization that has gained considerable momentum in the distance learning market is Lotus, with its LearningSpace Anytime 3.0 (www.lotus.com/learningspace/)-a server-based application that delivers online course material accessible through a...

...content developers to provide content for purchase.

Other well-known vendors that provide technology-based training include Sun Microsystems and Netscape.

Other firms that supply distance learning/online training offerings for high-tech professionals include CBT Systems (www.cbtsys.com), which recently announced additional courseware for those seeking training for Cisco Systems certification. CBT Systems provides such students with self-paced, Web-based courseware, online mentoring, and access to cbt.community (CBT Systems' new Internet-based training site). The new courses cover material such as Cisco router configuration, installation, and management, as well as network design.

In a similar announcement, MentorLabs (www.mentorlabs.com) recently

unveiled vLab, an online-training program specifically designed for Cisco network professionals.

NETg (www.netg.com) provides courses on subjects such as Windows NT, NetWare, Lotus Notes, HTML, and Java...

...companies such as IBM, Microsoft, Novell, Netscape, and Oracle to codevelop course content.

Global Knowledge's (www.globalknowledge.com) offerings include server-, intranet-, and Internet-based training. Courses include topics such as Windows 2000, Linux, data communications, directory-enabled networks, VPNs, storage area networks, high-speed networking and ATM, host and network security, and Web site management and development.

Delivering Web-based training with instructor mentoring, DigitalThink's (www.digitalthink.com) courses cover areas such as Java, HTML, Windows NT certification, Web programming and publishing, and database technology. The company also offers IT rollout training for enterprises, as well as reseller training.

Centra Software (www.centra.com) offers live Internet-based training and collaboration via its Symposium product. Centra 99 (which includes the company's Symposium and Centra Conference products) enables such activities as online demonstrations, interactive...

...Technical Institute, an organization that provides IT training to the federal government as well as commercial firms. The partnership will allow CyberState to offer its Web-based training programs and virtual hands-on labs as a complement to the Insitute's instructor-led training programs.

Ziff-Davis University (ZDU, www.zdu.com) offers several online courses on IT and networking topics, such as NetWare system administration, Unix system administration, and Web performance optimization.

Other providers of distance learning products and services that address the IT market include WBT Systems, New Horizons, and Scholars.com (a subsidiary of CBT Systems).

Network hardware vendors are also getting into the distance learning game, albeit from a different angle. For example, Cisco's IP/TV (www.cisco.com/warp/public/732/net...

...enabled/iptv/) delivers video-based training over the network, and Cisco

Interactive Mentor (CIM, www.cisco.com/warp/public/710/) includes online training and a community Web site through which customers and partners can enhance IT staffs' expertise in the implementation and management of Cisco-based networks.

Lucent...

...by Persystant Technologies (a recent Lucent launch) and sold by Lucent Global Learning Solutions.

HIGH MARKS

Despite the abundance of products and services in the distance learning market, controversy continues over the value of this approach compared to conventional training methods.

One of the obvious benefits of distance learning is that it lets students complete training course work at their own pace-which, incidentally, is why Paul Wildrick founded CyberState University in 1994. His...obtain streaming video content and graphic images, access an exam via a Web browser, and then submit the exam to the instructor for evaluation.

Synchronous online training can provide the opportunity to receive immediate feedback from the instructor and fellow students in a virtual classroom. Lotus' LearningSpace Anytime 3.0 has a...

...I can use the audio component of the system to say, 'Jim, I noticed you haven't responded. Do you need help?'

Another perk of distance learning is that it eliminates the need to send staff members to offsite training facilities. That means no airline fares, no hotel and food expenses, and no fees for onsite instructors, facilities, courses, and supporting material. Of course, the potential savings of distance learning must be weighed against the costs of the equipment and materials needed to implement it.

However, this alternative can often be much more economical than traditional, instructor-led approaches.

Because it relieves staff members of having to travel to an offsite location, distance learning helps reduce the amount of lost employee productivity. In some cases, students can complete course work at home, at night, and on weekends, which means even less time is lost during the workweek.

Distance learning can also help if your organization is facing a training time-crunch, says Jeremy Kossen, marketing and communications manager for CyberState University. For example, he...

...the end of the year, and you've got offices all over the world, you can deploy (the training program) a lot more rapidly with online training than with instructor-led training."

Finally, distance learning can help companies circumvent some of the potentially unfortunate consequences of on-the-job training. For example, some tasks are dangerous to experiment with on...

...proving ground rather than risk a system crash.

LIVE AND LEARN

On the downside, some challenges may be involved in planning, implementing, and maintaining a distance learning program. These potential pitfalls vary according to factors such as the type of program, your organization's needs, what the program is being used for, and the speed with which the course work must be absorbed.

Distance learning can place a substantial strain on the network, consuming oftentimes scarce bandwidth. Also, it can require investment in expensive hardware, such as sound cards, speakers, and video cameras. Videoconferencing and teleconferencing are frequently accompanied by high costs. Depending on the amount of technology involved in a distance learning solution, the price tag can quickly begin to erode some of the previously mentioned cost savings.

There are other technical challenges as well. A student...

...on the combination of media used, as well as the number of students in a class and the amount of material to be covered, a distance learning program often involves more complex planning than a classroom-based program. Particularly if you're in synchronous mode, poor planning and scheduling can result in...

...variety of complications for both students and instructors.

CyberState University's Kossen notes that one of the biggest challenges his organization faces in delivering certain training services, such as its online hands-on lab, is overcoming firewall issues at the customer site.

Another issue relates to students' individual learning styles. Some people simply don't learn as well without direct interaction in a classroom setting. In such cases, a distance learning program might result in a lower retention rate, or a more extended learning curve. Other students, however, might do better in a self-study program...

...re familiar with and concentrate on absorbing new material.

A related concern is that some students require external guidance to succeed. According to Platte Clark, online training manager at Novell, one of the major hurdles in distance learning is sustaining the students' momentum to complete the course. "It's difficult to sit down and try to limit distractions and interruptions, schedule time out of your day, and have the drive to move through a very sophisticated curriculum," says Clark. "It's easy to quit. With online training, you simply hit the off switch and move on to something else."

Then there's the political element that accompanies training in so many organizations...

...s not much reliable data for comparing alternative methods. This dearth of data underscores the need to develop methods of accurately measuring the effectiveness of distance learning.

"It's important in any Web-based training model that there be a measurement tool or methodology to gauge the effectiveness (of the program) and ...solutions manager for Novell, says recent improvements in the ability to track student completion rates have motivated more organizations to buy into the concept of online training.

In "Distance Learning Report Card," page 68, The GartnerGroup's Aldrich provides some additional insight into gauging the value of technology- based training programs.

TRAINING FOR TOMORROW

Predicting the evolution of distance learning and technology-based training is often difficult because their fates depend on numerous variables, some of which training vendors and their potential customers can't control. As mentioned earlier...

...spend money on expensive equipment can be a challenge. Finally, variables such as the health of the general economy can influence the adoption rate of distance learning. The current demand for highly skilled IT professionals has given the training market a boost, but that balance could shift if the demographics of the...

...market change substantially.

In order for alternative learning approaches to gain increasing momentum, certain conditions must exist. Novell's Osmond says that the integration of online and technology-based training with the traditional classroom environment is crucial. Encouraging classroom-based training centers, as well as schools and universities, to adopt distance learning techniques will be a key factor in the proliferation of alternative training approaches, he says.

According to Aldrich, consolidation will need to occur in the...

...the training market is limiting the amount of revenue that any one player can accrue. If this consolidation doesn't occur, the growth of the online training market will be stunted, he says.

Aldrich also notes that content will have to become more compelling

if online training is to increase its presence significantly.

"There needs to be something there to grab you," he says. "The use of brand names and concepts could...

...hungry equipment and systems necessary to support evolving content.

As we're already seeing many of these trends being put into motion, the future of distance learning appears promising. Although the industry will remain vulnerable to external variables, distance learning technology should be well positioned to adapt quickly to

new conditions.

Elizabeth Clark, executive editor, can be reached at
eclark@mfi.com.

Resources

The Lakewood...

...toc.htm.

The United States Distance Learning Association,
located at www.usdla.org, is a nonprofit organization formed to promote
the
development and application of distance learning for
education and training.

The Information Technology Training Association is a trade
association for providers of IT training. You can reach the
organization at
www.itta.org/whoisitt.htm...

...com/ e/wpaper.htm.

To reach the Masie Center, a think tank that focuses on learning
and
technology issues, go to www.masie.com.

Although distance learning is nothing new, advancements
in the technology it's based on make the evaluation of training
approaches
increasingly complex. Clark Aldrich, senior analyst at the...

19990901

5/K/21 (Item 1 from file: 711)

DIALOG(R)File 711: Independent(London)

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...Qualifications can be gained by many different study patterns. Full-
time
education is one, but others include single-day courses, short
intensive
programmes, evening study, **distance learning**, custom-designed
training packages, and the **Internet**.

At my own, fairly typical, further education college, only 12 per
cent
of the students study full time and only 64 per cent of my...

...the new regime, the Government will pay most of your tuition fees
and
help you with your living expenses. If you do a short, part-**time**
course to **update** your skills, you will have to pay for it
yourself and there will be no financial support for any days you need
to
take off...

971204

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